

## Textbook Alignment to the Utah Core – 6<sup>th</sup> Grade Social Studies

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvvendor.html](http://www.schools.utah.gov/curr/imc/indvvendor.html).) Yes   x   No*

Name of Company and Individual Conducting Alignment: Carrie Smith

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align):

6<sup>th</sup> Grade Social Studies Core Curriculum

---

Title: World History: Journey Across Time © 2008 ISBN#: 007-8750504

Publisher: Glencoe/McGraw-Hill

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 93 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_ %

**STANDARD I:** Students identify the sequence of events that led to the establishment of ancient civilizations.

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i> ✓
<b>Objective 1.1:</b> Examine the scientific processes of studying cultures over time.				
.	Archaeology.	<b>Student Edition:</b> TOOLS 0, 9-10 <i>Archaeological Dig</i> 9 <i>Biography</i> 12 <i>Do Your Own Digging</i> TOOLS 0 <i>Primary Source</i> 10 <i>Section Review</i> 15 #1 <b>Teacher Wraparound Edition:</b> HM 11; MAA 9; MAP 5; T TOOLS 0; WA 10		
.	Anthropology.	<b>Student Edition:</b> 9-10 <i>Biography</i> 12		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.2:</b> Identify the sequence of history in the Fertile Crescent and ancient Egypt.				
<b>a.</b>	Examine how life in the Fertile Crescent changed over time; e.g., hunter/gatherer to agrarian society.	<b>Student Edition:</b> 13-15, 17-23 <i>Biography</i> 22 <i>Linking Past &amp; Present</i> 21 <i>National Geographic</i> 17 <i>Section Review</i> 23 #3, #4 <i>Sumerian Ziggurat</i> 18-19 <b>Teacher Wraparound Edition:</b> CAT 18; CC 20; DI 18; ICA 20; T 22		
<b>b.</b>	Trace the development of Egypt as a nation; e.g., three kingdoms, government, economy.	<b>Student Edition</b> 39-46, 47-52, 59-67 <i>Biography</i> 63, 66 <i>Egypt's Religion</i> 50-51 <i>Linking Past &amp; Present</i> 61 <i>National Geographic</i> 62 <i>Primary Source</i> 41 <i>The Way It Was</i> 42-43, 64 <b>Teacher Wraparound Edition:</b> ETC 43; TT 61		
<b>Objective 1.3:</b> Trace the development of ancient Greece and Rome.				
<b>a.</b>	Examine the sequence of events that led to the development of democracy in ancient Greece.	<b>Student Edition:</b> 117-123, 124-130, 131-137, 139-146, 155-163 <i>Biography</i> 141 <i>Comparing Governments</i> 140 <i>Primary Source</i> 145 <i>Section Review</i> 130 #7; 146 #3, #6 <b>Teacher Wraparound Edition:</b> CTA 142		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>b.</b>	Analyze the events that led to the rise and fall of ancient Rome.	<b>Student Edition:</b> 263-267, 269-276, 277-283, 287-294, 303-310, 317-326 <i>Biography</i> 289 <i>The Julio-Claudian Emperors</i> 288 <i>The Way It Was</i> 291 <i>You Decide...</i> 284-285 <b>Teacher Wraparound Edition:</b> ETC 282; ICA 291		
<b>STANDARD II: Students trace the development of European history from the Middle Ages to 1900.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
<b>Objective 2.1:</b> Trace historical events of the Middle Ages and the Renaissance.				
<b>a.</b>	Identify the stages of organization of governance; e.g., Germanic tribes, feudal system, merchant class, city-states.	<b>Student Edition:</b> 522-531 <i>You Decide...</i> 532-533 <b>Teacher Wraparound Edition:</b> A 533; ETC 530; ICA 526; MAA 523; RS 523; RT 523		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Contrast the economic systems of the feudal manor and the Italian merchant-princes.	The following page references can be used to conduct oral comparisons in the classroom setting. <b>Student Edition:</b> 523-526, 611-613 <i>Section Review</i> 531 #3, #5; 615 #4 <i>You Decide...</i> 616-617 <b>Teacher Wraparound Edition:</b> CLA 614; CTA 611; MAA 523, 612		
<b>Objective 2.2:</b> Describe the development of European countries from 1700 to 1900.				
<b>a.</b>	Examine how European countries developed over time; e.g., politics, war, economics, religion.	<b>Student Edition:</b> 675-676, 681-682, 684-689, 714-723 <i>Biography</i> 721 <i>Major Scientific Discoveries</i> 739 <i>Primary Sources</i> 716 <i>The Way It Was</i> 686-687 <i>You Decide...</i> 742-743 <b>Teacher Wraparound Edition:</b> CTA 717; ETC 688; ICA 718		
<b>b.</b>	Identify major events of revolution and their effect on Europe; e.g., industrial, French, Russian.	<b>Student Edition:</b> 714-723, 724-730, 731-741 <i>Biography</i> 721 <i>The Way It Was</i> 726-727 <b>Teacher Wraparound Edition:</b> CLA 737; CTA 717, 727; ICA 728; EI 727; ETC 719, 729		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>STANDARD III: Students trace the development of modern Europe from 1900 to the present.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>  100  </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>                    </u> %		
<b>Objective 3.1</b> Examine the effects of war and political unrest on Europe.				
<b>a.</b>	Investigate major causes of World War I and World War II; e.g., economics, invasion, tyranny.	<b>Student Edition:</b> 780-788, 804-812, 813-819 <i>History Makers</i> 783 <i>National Geographic</i> 781, 814 <i>Section Review</i> 788 #7; 812 #3 <b>Teacher Wraparound Edition:</b> CTA 783; DI 815; R 788; WA 815		
<b>b.</b>	Identify technological and military developments of World War I and World War II; e.g., trench warfare, airplane, military armament.	<b>Student Edition:</b> 785-786, 787-788, 829-830 <i>The Attack on Pearl Harbor</i> 818 <i>History Makers</i> 829 <i>National Geographic</i> 787 <i>Section Review</i> 788 #5 <i>Trenches of World War I</i> 784-785 <b>Teacher Wraparound Edition:</b> ETC 829; ICA 828		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.2:</b> Investigate political and economic development of post-World War II Europe to the present.				
<b>a.</b>	Examine political developments of Europe; e.g., NATO, Cold War, Eastern Europe unrest.	<b>Student Edition:</b> 832-836 <i>National Geographic</i> 832, 834 <i>Primary Source</i> 833 <i>Section Review</i> 841 #2 <i>The Way It Was</i> 835 <b>Teacher Wraparound Edition:</b> CLA 840; ICA 835		
<b>b.</b>	Explore the economic development of Europe; e.g., the Common Market, European Union.	<b>Student Edition:</b> 889-890, 891-892 <i>National Geographic</i> 891 <i>Section Review</i> 841 #2, 884 <b>Teacher Wraparound Edition:</b> CAT 892; CC 891; CLA 840		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>STANDARD IV: Students explore the cultures of ancient civilizations.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>80</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
<b>Objective 4.1:</b> Explore the culture of the Fertile Crescent and ancient Egypt.				
<b>a.</b>	Examine the role and characteristics of political and social structures in the Fertile Crescent and their significance to the modern world; e.g., Hammurabi's Code, slave labor, gender roles.	<b>Student Edition:</b> 17-20, 23, 28, 30 <i>Biography</i> 22 <i>You Decide...</i> 24-25 <b>Teacher Wraparound Edition:</b> A 25; CC 20; ETC 24; RT 27; T 22		
<b>b.</b>	Explore the importance of religion in ancient Egypt; e.g., governance, art, architecture, everyday life, hieroglyphics.	<b>Student Edition:</b> 45-46, 49-52, 67 <i>Biography</i> 66 <i>Comparing Mesopotamia to Egypt</i> 44 <i>Egypt's Religion</i> 50-51 <i>Linking Past &amp; Present</i> 61 <i>The Way It Was</i> 42-43, 64 <b>Teacher Wraparound Edition:</b> CTA 50; ETC 43; HM 50		



<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.2:</b> Explore the cultures of ancient Greece and Rome.				
<b>a.</b>	Compare life in Athens and Sparta; e.g., government, recreation, religion, arts, theatre, science.	<b>Student Edition:</b> 122-123, 124-130 <i>National Geographic</i> 125 <i>Primary Source</i> 122 <i>Section Review</i> 130 #3, #4 <b>Teacher Wraparound Edition:</b> CTA 127; DI 126; ICA 128; TT 127; WA 126		
<b>b.</b>	Describe life in ancient Rome; e.g., government, religion, recreation, art.	<b>Student Edition:</b> 265-267, 269-273, 278-283 <i>Biography</i> 272 <i>History Makers</i> 273 <i>The Way It Was</i> 271 <i>You Decide...</i> 284-285 <b>Teacher Wraparound Edition:</b> CAT 270; CTA 271; DI 270; ICA 273		
<b>c.</b>	Examine manmade structures of Rome; e.g., aqueducts, roads, Coliseum.	<b>Student Edition:</b> 258, 294, 303, 304-305 <i>The Roman Colosseum</i> 305 <i>The Way It Was</i> 291 <b>Teacher Wraparound Edition:</b> CTA 305; MAA 305; MAP 259; TT 305		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.3:</b> Identify the roots of democratic and republican forms of government.				
<b>a.</b>	Describe the components of Greek democracy; e.g., Assembly, citizenship, banishment.	<b>Student Edition:</b> 122-123, 128-130, 139, 140 <i>Reading Check</i> 123 <i>Section Review</i> 123 #5 <b>Teacher Wraparound Edition:</b> ICA 128		
<b>b.</b>	Describe the representative government of Rome; e.g., Senate, citizenship, non-citizens, slaves, plebeians.	<b>Student Edition:</b> 265-267, 269-271, 309 <b>Teacher Wraparound Edition:</b> CAT 270; CTA 265, 271; DI 270; ICA 273; RS 267; TN 271		
<b>c.</b>	Identify important leaders of Greece and Rome; e.g., Pericles, Caesar.	<b>Student , 280-281Edition:</b> 271, 279 <i>Biography</i> 272, 289 <i>Caesar's Rise to Power</i> 280-281 <i>The Julio-Claudian Emperors</i> 288 <i>Primary Source</i> 282 <i>You Decide...</i> 284-285 <b>Teacher Wraparound Edition:</b> HM 281; T 272, 278; TT 280		
<b>Objective 4.4:</b> Participate in democratic processes.				
<b>a.</b>	Take part in establishing classroom rules.	This objective can be met during teacher/class discussion of the democratic process.		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Compare the responsibilities of a good citizen in the United States to a good citizen in Greece and Rome.	This objective can be met during classroom discussion of the following references: <b>Student Edition:</b> 171, 273, 325-326, 925 <i>Comparing Governments</i> 140 <b>Teacher Wraparound Edition:</b> CTA 271; CY 122; DI 270; E 326; ICA 128, 273; PR 112		
<b>c.</b>	Practice the responsibilities of good citizenship; e.g., patriotism, respect others, be responsible.	<b>Student Edition:</b> 942 <i>Linking Past &amp; Present</i> 536 <b>Teacher Wraparound Edition:</b> CTA 693; CY 528, 640, 696; ETC 942		
<b>d.</b>	Make a contribution to the school, neighborhood, and community; e.g., academic service learning project.	<b>Teacher Wraparound Edition:</b> CLA 699		
<b>e.</b>	Participate in patriotic tradition; e.g., pledge allegiance to the flag.	This objective can be met through classroom recitation of the pledge of allegiance and via discussion of the following references: <b>Student Edition:</b> <i>Primary Source</i> 698 <b>Teacher Wraparound Edition:</b> CLA 699		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>STANDARD V: Students examine the development of European culture from the Middle Ages to 1900.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <u>90</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
<b>Objective 5.1:</b> Describe life under the feudal system.				
<b>a.</b>	Compare the lives of a feudal lord and serf.	<b>Student Edition:</b> 523-525, 526-528 <i>A Medieval Castle</i> 527 <i>A Medieval Manor</i> 524-525 <i>Section Review</i> 531 #3 <i>You Decide...</i> 532-533 <b>Teacher Wraparound Edition:</b> A 533; ICA 526; MAA 523; RT 523; TT 527		
<b>b.</b>	Examine the role of religion in everyday life.	<b>Student Edition:</b> 519-521, 541-543 <i>Section Review</i> 521 #2, #3, #6 <b>Teacher Wraparound Edition:</b> CLA 520; HM 528; ICA 526; RS 609		
<b>c.</b>	Describe economic structures of the Feudal system.	<b>Student Edition:</b> 524-525, 528-531 <i>Section Review</i> 531 #3 <i>You Decide...</i> 532-533 <b>Teacher Wraparound Edition:</b> A 533; ICA 526; MAA 524; TT 527		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 5.2:</b> Explore the impact of inventions and new knowledge leading to and during the Renaissance.				
a.	Explore technological and scientific developments of the time period.	<b>Student Edition:</b> 670-679 <i>Biography</i> 677 <i>History Makers</i> 620 <i>The Microscope</i> 678 <i>Primary Source</i> 621 <i>The Scientific Revolution</i> 676 <b>Teacher Wraparound Edition:</b> ETC 675; ICA 674; MAA 675; TT 674		
b.	Examine the influence of merchant princes of Italy on the development of art and architecture.	<b>Student Edition:</b> 611-612, 614-615 <i>Biography</i> 647 <i>Florence Cathedral</i> 610 <i>Section Review</i> 615 #5 <i>You Decide...</i> 616-617		
c.	Identify the Renaissance masters and their contributions to art and architecture, perspective, portraiture, and sculpture.	<b>Student Edition:</b> 616, 620-621, 623-624, 626 <i>Biography</i> 622 <i>Florence Cathedral</i> 610 <i>History Makers</i> 620 <i>Primary Source</i> 621 <i>The Way It Was</i> 624 <b>Teacher Wraparound Edition:</b> ICA 623; RT 619		
d.	Analyze the impact of the Reformation on Western Europe.	<b>Student Edition:</b> 633-641, 643-649 <i>Biography</i> 638 <b>Teacher Wraparound Edition:</b> CAT 636; CTA 636; ETC 639; IAW 637; ICA 637, 646; WA 635, 645		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 5.3:</b> Examine social and economic issues of Europe from 1700-1900.				
<b>a.</b>	Determine the impact of the Industrial Revolution on Europe; e.g., labor, manufacturing, trade, availability of goods.	<b>Student Edition:</b> 724-730. 731-734 <i>History Makers</i> 729 <i>Linking Past &amp; Present</i> 734 <i>National Geographic</i> 725 <i>The Way It Was</i> 726-727 <b>Teacher Wraparound Edition:</b> CAT 734; CTA 727; EI 727; ETC 729		
<b>b.</b>	Identify the social classes of Europe; e.g., aristocracy, merchants, commoners.	<b>Student Edition:</b> 715, 735, 746 <i>The French Revolution</i> 718 <i>Section Review</i> 723 #3 <i>The Three Estates in Prerevolutionary France</i> 715 <b>Teacher Wraparound Edition:</b> CAT 734; CTA 734; ETC 729; TT 717		
<b>c.</b>	Describe the impact of the French and Russian Revolutions on the people of Europe.	<b>Student Edition:</b> 714-723, 746, 793-794 <i>The French Revolution</i> 718 <i>Periods of Revolution and Empire in France</i> 719 <i>Primary Source</i> 716 <i>The Three Estates in Prerevolutionary France</i> 715 <b>Teacher Wraparound Edition:</b> CTA 717; ICA 718, 748; TT 717		
<b>d.</b>	Describe how social and economic issues led to emigration.	This objective can be met during classroom discussion using the following references. <b>Student Edition:</b> 691-694		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>STANDARD VI: Students examine the development of European culture from 1900 to the present.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <u>  100  </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: <u>                    </u> %		
<b>Objective 6.1:</b> Analyze the impact of war on Europe.				
<b>a.</b>	Examine the reasons for war; e.g., religion, politics, power, economics.	<b>Student Edition:</b> 781-783, 784, 814-816 <i>History Makers</i> 783 <i>National Geographic</i> 814 <b>Teacher Wraparound Edition:</b> CTA 783; RT 781		
<b>b.</b>	Identify the governance structures of Europe 1900-1945; e.g., fascism, socialism, communism.	<b>Student Edition:</b> 791-792, 794, 808-809, 810-811 <b>Teacher Wraparound Edition:</b> MAA 808		
<b>c.</b>	Analyze the consequences of war on Europe; e.g., poverty, famine, disease, destruction of life and property.	<b>Student Edition:</b> 805-807, 827, 830 <i>The Way It Was</i> 806 <i>World War I Military Deaths</i> 787 <b>Teacher Wraparound Edition:</b> CC 785; CLA 818; CTA 827; DI 791; ETC 785; ICA 784		
<b>Objective 6.2:</b> Explore the culture and current events of modern Europe.				
<b>a.</b>	Examine governance and economic structures.	<b>Student Edition:</b> 881-883, 891-892 <i>National Geographic</i> 883, 891 <i>Section Review</i> 886 #4, #5 <b>Teacher Wraparound Edition:</b> CC 891; DI 882; ETC 885		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>b.</b>	Explore the effect of world influence on country traditions; e.g., pop music, clothing, food.	This objective can be met during teacher/class discussion.		
<b>c.</b>	Investigate issues facing Europe today; e.g., pollution, economics, social structure, country borders.	<b>Student Edition:</b> 884, 891-892 <i>National Geographic</i> 883, 891 <b>Teacher Wraparound Edition:</b> CAT 884; DI 889; ETC 885; MP 883; RS 882		
<b>STANDARD VII: Students explore the geographical features of ancient civilizations.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <u>80</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
<b>Objective 7.1:</b> Examine the major physical and political features of early civilizations.				
<b>a.</b>	Compare the physical features surrounding the Fertile Crescent and ancient Egypt; e.g., water, deserts, mountains.	<b>Student Edition:</b> 39-40, 41-42 <i>Comparing Mesopotamia to Egypt</i> 44 <i>Using Geography Skills</i> 17, 28, 39 <b>Teacher Wraparound Edition:</b> CAT 18, 41; G 19; TT 18		
<b>b.</b>	Examine the importance of water in the development of civilization.	<b>Student Edition:</b> 17-18, 39, 41-42 <i>Primary Source</i> 41 <i>Using Geography Skills</i> 17, 28, 39 <b>Teacher Wraparound Edition:</b> CAT 18; CTA 41; G 19; MAP 40; TT 18		



<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Analyze the importance of geographical features and climate in agriculture.	<b>Student Edition:</b> 14, 39-40, 41-42 <i>Primary Source</i> 41 <i>Using Geography Skills</i> 17, 39 <b>Teacher Wraparound Edition:</b> CAT 18; G 19; MAP 40; TT 18		
<b>d.</b>	Compare historical and modern maps of the region.	This objective can be met through comparison of the following references. <b>Student Edition:</b> <i>National Geographic</i> 13, 17, 28, 39, 62, 875 <b>Teacher Wraparound Edition:</b> CAT 18; G 19; PR 4		
<b>Objective 7.2:</b> Explain how the physical geography of a region determines isolation or economic expansion.				
<b>a.</b>	Examine the impact of mountains and seas on ancient Greece.	<b>Student Edition:</b> 117 <i>National Geographic</i> 292-293 <i>Reading Check</i> 117 <i>Section Review</i> 267 #5 <b>Teacher Wraparound Edition:</b> CC 118; RT 263; T 117		
<b>b.</b>	Analyze the geographic features that aided Rome's growth; e.g., Mediterranean Sea, Red Sea, Nile River, mountains, plains, valleys.	<b>Student Edition:</b> 263-264, 275-276 <i>Linking Past &amp; Present</i> 290 <i>National Geographic</i> 274, 292-293 <i>Reading Check</i> 265 <i>Section Review</i> 267 #3, #5 <i>Using Geography Skills</i> 263 <b>Teacher Wraparound Edition:</b> RT 263; T 263		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Compare historical and modern maps of the region.	This objective can be met through comparison of the following references. <b>Student Edition:</b> 117 <i>National Geographic</i> 117, 121, 125, 263, 269, 274, 292-293, 814 <b>Teacher Wraparound Edition:</b> HM 274		
<b>STANDARD VIII: Students examine the boundary changes of Europe from the Renaissance to 1900.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: <u>80</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
<b>Objective 8.1:</b> Analyze the influence of geographic features in determining country borders.				
a.	Use maps to identify the geographic features of Europe.	<b>Student Edition:</b> R16-R17, 513-514 <i>National Geographic</i> 513, 514, 516, 518, 538, 540, 609 <b>Teacher Wraparound Edition:</b> ETC 518; TT 516		
b.	Relate the establishment of countries to the physical features of Europe.	This objective can be met through classroom discussion of the following references. <b>Student Edition:</b> R16-R17, 518-519, 539, 611-612 <i>Using Geography Skills</i> 540		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 8.2:</b> Determine the influence of political change on country borders.				
<b>a.</b>	Compare maps of Europe from 1700 to 1900.	<b>Student Edition:</b> <i>National Geographic</i> 689, 722, 747		
<b>b.</b>	Describe the role of politics in changing country borders from 1700 to 1900.	<b>Student Edition:</b> 688-689, 720-723, 745-746, 747-748 <b>Teacher Wraparound Edition:</b> CTA 747		
<b>STANDARD IX: Students analyze European boundary changes from 1900 to the present.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: <u>    100    </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: <u>                    </u> %		
<b>Objective 9.1:</b> Investigate the role of invasion on changing political boundaries of Europe.				
<b>a.</b>	Compare the changes in country borders before and after World War I.	<b>Student Edition:</b> 791-792 <i>National Geographic</i> 781, 786, 787, 790, 792		
<b>b.</b>	Locate the Allied and Axis powers during World War II.	<b>Student Edition:</b> 825, 828 <i>National Geographic</i> 825		
<b>c.</b>	Compare pre- and post-World War II boundaries.	<b>Student Edition:</b> 833-835 <i>National Geographic</i> 814, 825, 832, 834 <b>Teacher Wraparound Edition:</b> DI 815, 826		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 9.2:</b> Describe the changes in country borders after the breakup of the Soviet Union in 1990 and today.				
<b>a.</b>	Identify the European countries that emerged in 1990.	<b>Student Edition:</b> 881-883 <b>Teacher Wraparound Edition:</b> ETC 885		
<b>b.</b>	Compare maps of Europe in 1990 with those of today.	<b>Student Edition:</b> R16-R17, R22-R23 <i>National Geographic</i> 891 <i>Using Geography Skills</i> 883		
<b>c.</b>	Identify current political and physical boundaries of modern Europe.	<b>Student Edition:</b> R16-R17, R22-R23 891-892 <i>National Geographic</i> 891 <b>Teacher Wraparound Edition:</b> CC 891		